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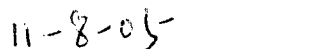
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CHINESE AND ENGLISH DISCOURSE IN BUSINESS COMMUNICATION: A
CASE STUDY OF A U.S. EXECUTIVE OF A MULTINATIONAL CORPORATION
IN CHINA

(TITLE)

BY
Jinghui Liu

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

Fall, 2005
YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
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CHINESE AND ENGLISH DISCOURSE IN BUSINESS COMMUNICATION: A
CASE STUDY OF A U.S. EXECUTIVE OF A MULTINATIONAL CORPORATION
IN CHINA

A Thesis

Submitted to the Faculty

of

Eastern Illinois University

By

Jinghui Liu

In Partial Fulfillment of the

Requirements for the Degree

of

Master of Art

Fall 2005

To my parents

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This thesis is a reflection of the efforts I had at Eastern Illinois University, Charleston, IL. Grateful thanks need to go to Dr. Mark Borzi and Dr. Shane Miller of Eastern Illinois University, Dr. Ralph Webb of Purdue University, Dr. Xiaoye You of Pennsylvania State University and Mr. Jim Serstad, for their valuable suggestions and encouragements. I would like to thank the participants and contact persons, in the present study both in America and China. Finally, the thesis got done because of the love, understanding and encouragement of my family members.

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ABSTRACT

Liu, Jinghui, M.A. Eastern Illinois University, Fall, 2005. Chinese and English Discourse in Business Communication: A Case Study of a U.S. Executive of a Multinational Corporation in China. Major Professor: Mark Borzi

This case study is an examination of business communication forms both in Chinese and English discourse from the perspective of a U.S. executive of multinational corporation in one business working day in China. Forms of oral communication and written communication provide a basis for understanding the executive's business activities in real business practice, as opposed to only written communication. The theoretical framework for this study is provided by Louhiala-Salminen (2002), focusing on the investigation of discourse activities in business communication. The data were collected through use of a business daily activity protocol questionnaire and a long-distance interview. The participant is a native English speaker and uses Chinese as a business lingua franca, as a vice-general manager with five-year working experience in a technological multinational corporation.

The findings roughly revealed the amounts of English and Chinese uses that the executive employed in a typical working day: 52.1% of his business communication was conducted in English and 47.9% of his business communication was conducted in Chinese. Findings showed the different usage of oral communication: group meeting, face-to-face communication, office phone and cell phone. The findings revealed that there were some differences in the use of reports, email, letters and fax, but there is no use of telexes, a traditional way for written communication in the business world.

From a long-distance telephone interview, the executive expressed his concern about the need for Chinese in China, when he was required to translate business terms from interpreters and Chinese businessmen.

CHAPTER 1

INTRODUCTION

Statement of the Problem

This study was conducted because business communication toward globalization has been changing at an accelerated pace in recent years. Various forms of oral and written communication provide access to executives' discourse activities, such as technological developments in exchanging messages (So-mui and Mead, 2000). Learning English as a foreign language in China, and learning Chinese as a foreign language for international business purposes in the United States have gained popularity. In business Chinese teaching, no empirical studies have been conducted to investigate Chinese and English usage from an executive's perspective, limiting our understanding of the features of the Chinese business environment. This study came into being from the researcher's belief that listening to what business executives say was one of the best ways to learn about the real business world.

Purposes of the Study

The purposes of this study were: (a) to map out a profile of the requirements in Chinese and English languages usage during business communication in an era of globalization; (b) to provide a broader understanding of oral and written communication through an analysis of discourse activities in the real business world; (c) to help American business people, Chinese curriculum designers and instructors

become knowledgeable in the range of business communication with business Chinese to fit technological developments in exchanging messages. More research on languages requirements in relation to business activities in business contexts is needed; this study helped satisfy that need.

Research Questions

English is reviewed as the business language and Chinese business people now have more English proficiency than earlier, especially those working in multinational corporations. The hypotheses would imply that if English is good enough for an executive or he/she does not need to learn Chinese language for doing business in China; if various forms of oral and written communication provide access to the executive's business activities, as opposed to the only written communication for business communication. Based on the research presented in the literature review and the hypothesis, the present study addressed two primary questions:

1. What are the perspectives on information exchange in Chinese and English languages use for U.S. executives of multinational corporations in China?
2. What forms are used in oral and written communication for U.S. executives of multinational corporations in China?

Definition of Terms

1. Mianzi/Face (面子)-- Hu (1944) considered the Chinese concept of face/Mian Zi as “the kind of prestige that is emphasized in this country (America): a reputation achieved through getting on in life, through success and ostentation” (p. 45).
2. Guanxi -- Chinese business people promote their business network through their personal connections (Guan Xi), such as dinners, gifts, and friendly experiences (Nowak and Dong, 1997).

CHAPTER 2

BACKGROUND AND REVIEW OF LITERATURE

Background

As China opened its “doors” to the Western world in 1978, the globalization of business exploded with China’s economic power in the international market. China's entry into the World Trade Organization (WTO) in 2001 further helped solidify its growing position of importance in global trade and underpinned its strong export growth (Prasad and Rumbaugh, 2003). In 2002, China stands as the nation with the “second largest GDP in the world after the United States” (Pallemans, 2005, p.35). Thousands of international businesses and executives want to establish offshore operations or find local partners in China. Learning English in China, and learning Chinese in the United States for international business purposes have gained popularity, which has instilled and influenced business communication practices. Various forms of communication provide access to executives’ discourse activities, such as technological developments in exchanging messages under expanding globalization.

Review of Literature

In this chapter, a body of literature on the relationships between languages and business communication is reviewed.

English in China

English has become an international business language under globalization. After adopting an open-door policy in 1978, the Chinese are making tremendous efforts to learn English and now use English very widely for business purposes. Using English seems to be an essential part of the professional competence required to secure a job in multinational enterprises or joint ventures. A popular motto is “know English, have work, and earn money” -- learning English for money (Berns, 2005, p. 87). In China, teaching and learning for native-like “mastery” has been replaced by teaching and learning English for communicative competence, providing “learners with the wherewithal to locate themselves in the real world as bona fide users of English” (Berns, 2005, p. 87).

Foreign Languages Requirements

Communicating in English is one of the priority requirements to work in the business community, but other foreign languages are needed as well. The specific languages desired by U.S. business workplaces were Spanish, German, Chinese, French, Japanese and Italian; and speaking skills were in higher demand than reading or writing skills (Kordsmeier, Arn and Rogers, 2000). Johnson (2000)

states that using a language and interacting with others through coherent discourse is the knowledge systems underlying appropriate use of language in professional contexts. Kordsmeier, Arn and Rogers (2000) surveyed human resource managers in U.S. companies to determine the foreign language needs of their companies. They found that "of the 171 human resource managers responding, 78.9% indicated a need for foreign language fluency at their companies" (p. 170). Foreign language fluency was a consideration in the initial hiring decisions "of 42.0% of the multinational corporations" and "fully 66.0% considered foreign language fluency in making their retention decisions" (Kordsmeier, Arn and Rogers, 2000, p. 171). Panella (1998) pointed out that 28% of all executives have been successful precisely because they possessed foreign language skills or international experience. Saucedo (2003) states that "English-only" policies can not reflect required diversity in workplaces. He suggests that managers should learn "friendship greetings" that individuals' names were pronounced in their original languages (p. 396). People appreciate an honest attempt at pronounce a name as a sincere gesture itself; although the pronunciation is often not accurate, it is a sign of good will (Slate, 1993). A company benefits by translating key information, policies, and mission statement into the languages spoken by its workers and clientele (Sauceda, 2003).

Rogers and Arn (1998) conducted research to identify the current language requirements for baccalaureate degrees in AACSB-accredited schools (American Assembly of Collegiate Schools of Business) and the opinions of AACSB deans regarding foreign language requirements. They found that the majority of the deans believed there should be a foreign language requirement. Spanish was considered

the most beneficial and available foreign language, with Japanese and Chinese ranking second and third for American college students with a business major. According to recent data from the Chinese Language Teachers Association (CLTA, 2005) and Business Chinese Instruction (BCI, 2005), about 100 colleges and universities in the U.S. are offering Chinese language courses, including 30 business Chinese courses. The Modern Language Association's (MLA) survey of foreign language enrollments in the United States revealed that 34, 153 students took Chinese courses (Welles, 2004). Because "knowledge of general culture is not enough to make the language workable in a specific usage such as in business communication," more students who take a foreign language seek more practical use of the language for business rather than merely for academic purposes (Adachi, 1996, p. 86). For instance, students at Portland State University are expected to use Chinese to engage people in meaningful social and business contexts, which include "what to say and how to say it at a job interview, business briefings, project presentations, business discussions, trade negotiations, and negotiations for establishing a joint-venture enterprise" (Liu, 2004, p. 103).

Discourse and Business Communication

It is important to distinguish between discourse and business communication. Fong (2003) says that "language is a symbolic system in which meaning is shared among people who identify with one another" (p. 198). Discourse refers to language in use, which always has social context (Martin and Kakayama, 1997). Ellis (1992) states that discourse is the "intersection of language and communication, which is the

point where two disciplines meet” and “discourse is a general term that applies to either written or spoken language that is used for some communicative purpose” (p. 84). Fong (2003) believes that “communication cannot exist without language, and language needs the process of communication to engage people in social interaction” (p. 198). In the 1970’s, communication was designated as a “job-related field,” rather than a liberal arts field; as “an instructional program that generally describes the creation, transmission and evaluation of messages at all levels, for commercial or non-commercial purposes...” (National Center for Education Statistics, 1991).

From a social perspective, communication is “regarded as a dynamic process that cannot be examined without a thorough knowledge of its context” and “communication in business is created by the ongoing situational business operations” (Louhiala-Salminen, 2002, p. 212). Louhiala-Salminen (1996) stated that “business communication should not be treated as something separate from the real business, not as a skill separate from other professional skills, nor as a store of phrase and idioms, but rather as a thread which is interwoven in everything that happens in business” (p. 50). Luecke (2003) defines communication as an essential function of any multinational corporation. The aim of business communication is to address communication at the individual level, assisting people to become more effective communicators in dealing with other cultural groups (Luecke, 2003).

Globalization has resulted in increased interaction of people from multinational cultural backgrounds (Oetzedl, 2005). Under globalization, international joint ventures and global business teams, multinational companies operate completely in a virtual environment through technological electronic

communication (Jarvenpaa and Leidner, 1999). Louhiala-Salminen (1996) found that the fax was the most used channel for exchanging messages in English, and an increased use of e-mail, which was replacing mailed business letters in the Finnish business community. In China, the internet has economically impacted business communication: e-mail has already become Chinese intellectual's preferred mode of communicating among themselves and with the West (Liu, 2000). In current business Chinese teaching at California State University at Fullerton, the instruction places emphasis on the business communicative function, which refers to the business activities required of executives, such as email writing, case study writing, international business negotiation strategies and business ethnic based on real business situations.

Jarosz (2002) states that "business writing and business communication are terms that are often used interchangeably" (p. 9). In her dissertation, her focus was on business writing as a specific form of business communication. Jarosz's (2002) statement refers to the position that traditional business communication has been identified historically as written communication; this position has failed to provide useful and specific knowledge for researchers and business people because it fails to understand today's business environment. Different from previous students, this current study considers both oral and written communication. This study defines business communication as a combination of oral and written communication in multinational workplaces. Business communication becomes clear as it is defined in business contexts--- a process of understanding discourse activities to achieve a commercial goal.

CHAPTER 3

METHODOLOGY

This chapter contains a description of the research design that was used, the setting, participant, and procedures. The theoretical framework for this study was provided by Louhiala-Salminen (2002), focusing on the investigation of discourse activities in business communication, allowing the researcher to draw conclusions from business practices. The data were collected through use of a business daily activity protocol questionnaire and a long-distance interview. Frequency and descriptive statistics were analyzed.

Setting

Pacific Resources International (PRI) is a U.S. holding company with primarily high-tech manufacturing investments in China (Appendix A). Through leveraging the management capabilities in factories and offices in China, PRI provides consultation in sourcing, engineering, and investment analysis for new manufacturing start-ups or restructuring of existing factories. PRI is headed by a team comprised of individuals from the United States, New Zealand, South Africa, and the United Kingdom, and is focused on building the best business operations with a network of entrepreneurial people. PRI has helped companies get started with successful business operations, such as Joint Ventures (JV's) and Wholly Foreign

Owned Enterprises (WFOE) in China and around the world. PRI has worked with companies ranging in size from \$3 million to \$1.2 billion, and has started factories ranging in size from \$850,000 to \$10 million. As a PRI branch company; PRITronics is an engineering-focused electronic manufacturing services company located in the Beijing Electronics District. The factory has approximately 100 technicians, engineers and workers. Many of workers are Beijing local residents; Putonghua (mandarin Chinese) is the lingua franca of the factory. Based on criteria of human resources recruitment, engineers and technicians and managers should have good oral English communicative competence (Appendix B & C).

Participant

Jim, vice-general manager of PRITronics, was invited to participate in this study. He went to China in 1995 with General Electric. Jim is a native English speaker and uses Chinese as a business lingua franca. He finished his BS degree in Electronic Engineering and his MBA at Purdue University, West Lafayette, Indiana. Jim is familiar with Chinese culture and business practices because of his 5-year business experience and Chinese language background. Jim's primary responsibility is to be involved in PRITronics including solving a prototyping lead-time problem, joining a manufacturing process improvement team, and conducting problem-solving training for all employees. He begins work at 6:30am or 7am and leaves work by 5:30pm.

Jim's job involves communication both in Chinese and English in such matters as:

- Review contracts
- Review quotations
- Program managers meetings
- Factory walk-through
- Headhunting (Manager Search)
- Customer visits
- Expense approvals
- Other administration

Procedures

A letter explaining the purpose of the study was mailed along with a questionnaire to the participant in Beijing, China in October, 2005 (Appendix D). The participant was asked to consider taking part in the study and to fill out a business daily activity protocol questionnaire with attached instruments, and return the questionnaire by email (Appendix E, F and G). Qualitative data, as part of data collection, were received from interpretations of a long-distance interview in English.

Questionnaire of Business Daily Activity Protocol

The purpose of the questionnaire was to reflect discourse activities from one of U.S. executives in China in one business working day. The discourse activities in Chinese and English languages in a multicultural corporation are the predominant spoken and written communication sources for this study. Oral communication,

including speaking and listening, is a vehicle for executives to communicate with different workers, customers and other business people via office phone, cell phone, face-to-face contact, meetings and others. Written communication includes reading, writing through e-mail, fax, letters, reports, telexes and others.

Long-distance Telephone Interview

A related long-distance interview was used to obtain the participant's views about the profile of the information and support in Chinese and English language during business communication. The questions in English were:

1. What percentages of your customers speak English with you during business communication in China?
2. What do you think of the role of an interpreter?
3. Would you please give me an example from your business communication that relate to businessmen and interpreters??
4. What are the challenging issues in Chinese?
5. How did you handle challenging questions in Chinese?

Interpretation

The researcher coded the daily business activity protocol questionnaire and interpreted response from the long-distance interview. The uses of both questionnaire survey and phone interview data were to corroborate the results. Frequency and descriptive statistics were calculated and reported. The percentage distribution of usage of Chinese and language were presented. The data sources remain anonymous, and any personal information remains confidential and not available to the public.

CHAPTER 4

FINDINGS

In this chapter, two questions are answered through an analysis of business daily activity protocol questionnaire data and interpretations of response from a related long-distance interview: 1) what are the perspectives on information exchange in Chinese and English languages use for U.S. executives of multinational corporations in China? 2) what forms are used in oral and written communication for U.S. executives of multinational corporations in China?

Usage of Chinese and English

The percentages of use of Chinese and English are displayed in Table 1. The findings revealed that English was frequently used by the executive, and the use of Chinese was considerably lower than English: 52.1% of his business communication was conducted in English and 47.9% of his business communication was conducted in Chinese in a typical working day. Most business activities where Chinese was used were meetings: 90% in Chinese and 10% in English. In 90-minute face-to-face talking, the executive used Chinese 50% of the time and English 50% of the time. For a 45-minute review of contracts and quotations, 40.5 minutes (90%) were used Chinese.

Responding to email and mail, planning and preparation, and international calls to U.S. headquarters (about one evening per week) were in English only (100%). Lunch was usually with other English speakers, and the executive returned at home by 6:00p.m. Language use in home environment was 100% English. He had evening business events less than one evening per week. Usually dinner conversation would be in English. He said that company's strategic plans were all in English because top managers mostly speak English; and very rarely he emailed in Chinese, though his assistant/interpreter translated some emails for him. Because his computer system was in English, most reports were written in English. He estimated that phone calls are 50% English."

Table 1

Percentage of Use of Chinese and English Languages

| Minutes | Language Used | | Oral Communication | | | | Written Communication | | | |
|---------|----------------|----------------|--------------------|--------------|--------------|---------|-----------------------|-----|---------|---------|
| | English | Chinese | Cell Phone | Office Phone | Face-to-face | Meeting | E-mail | Fax | Letters | Reports |
| 90 | 45m (50%) | 45m (50%) | | | X | | | | | X |
| 75 | 7.5m (10%) | 67.5m (90%) | | | | X | | | | |
| 60 | 60m (100%) | 0 | | | | | X | X | X | |
| 60 | 48m (80%) | 12m (20%) | | X | | | X | | | |
| 45 | 4.5m (10%) | 40.5m (90%) | | | | | | | X | X |
| 45 | 13.5m (30%) | 31.5m (70%) | | | | X | | | | |
| 30 | 12m (40%) | 18m (60%) | X | X | | | | | | |
| 30 | 21m (70%) | 9m (30%) | | | X | | | | | |
| 30 | 6m (20%) | 24m (80%) | | | X | | | | | |
| 30 | 12m (40%) | 18m (60%) | | | X | | | | | X |
| 30 | 30m (100%) | 0 | | | | | X | | | X |
| 30 | 30m (100%) | 0 | | X | | | | | | |
| Total: | 289.5m (52.1%) | 265.5m (47.9%) | | | | | | | | |

Note: Chart based on working time use (total: 555 minutes/day)

Frequency of Forms of Communications

The results of frequency uses of forms of oral communication are given in Table 2. Meetings referred to program managers' daily briefing in the morning and managers' meetings in the afternoon twice in one day. Two face-to-face conversations took place during customer visits, factory walk-through, and expense approvals and attention to other administrative details. Two office phones were for customer visits and administrative purposes. He only used his cell phone once for customer's call. The different usage for group meeting, face-to-face communication, office phone and cell phone depended on the business situations and activities.

Table 2

Frequency Use of Forms of Oral Communications

| Oral communication | Times/Day |
|--------------------|-------------|
| Meeting | 2 |
| Face-to-face | 2 |
| Office phone | 2 |
| Cell phone | 1 |
| Total | 7 times/Day |

The frequency of various forms of written communication is given in Table 3. The findings revealed that there were some differences in the use of reports, email, letters and fax, but there was no use of telexes, a traditional way for written communication in the business world.

Table 3

Frequency Use of Forms of Written communications

| Written Communication | Times/Day |
|-----------------------|-------------|
| Reports | 4 |
| Email | 2 |
| Letters | 2 |
| Fax | 1 |
| Telexes | 0 |
| Total | 8 times/day |

The reports were the most common types of written communication, followed closely by emails, letters, and fax. Reports were made four times in one day. The reports were of higher frequency was probably because of the executives' position in charge of planning and preparing proposals for customers, expense approvals, and reviewing contracts and quotations. He used mails twice in one working business day. He used letters twice in one day. He used fax once in one day. However, the executive told the researcher, usually "90% of my written communication is email," because the fax's cost was more expensive than email, and email was a faster way for written communications. The above findings suggested that new technology and the development of the internet in China, such as in use of fax and email, had taken the place of telexes.

Opinions about Chinese and English by Telephone Interview

Responses from the long-distance telephone interview with Jim in terms of Chinese and English usages in China provided valuable input for addressing the research questions.

Question: Because English is treated as the world language and Chinese business people have higher English proficiency than those who earlier worked or were employed in American multinational corporations. I have the impression that English is good enough for doing business in China and you do not need to learn the Chinese language. What percentages of your customers speak English with you during business communication in China?

Jim: 50% of our customers only speak Chinese.

Question: What do you think about the role of an interpreter?

Jim: It was hard to tell what business background my Chinese counterparts or interpreters had. When I was doing business in China, I felt it was tough to explain some business terms to Chinese businessmen. This is mostly because some interpreters are good at conversation, but they lack international business experience and are clueless about the business vocabulary I used.

Question: Would you please give me an example from your business communication that relate to businessmen and interpreters?

Jim: In Beijing, for example, I was interested in investing in a Rubber company. We had a great time chatting, but when we began to negotiate, I wanted to discuss their company's financial condition. "Mr. Wang," I said, "You know that it's especially important for a cooperative effort to understand each other's financial condition. If I am not sure about the financial status of a company, there is no way I will invest." I asked them a question about their assets, which were RMB 70 million, they said. However, when I talked about uncollectible, they had no idea what I was talking about.

Question: What are the challenging issues in Chinese?

Jim: My involvement is limited to cordial conversation and discussing high-level issues.

Question: How did you handle challenging questions in Chinese?

Jim: Usually, I asked for the Chinese bilingual person to explain some cultural issues to me, such as Mainzi and Guanxi – two of the most important cultural issues in China, which are different with American culture. I also brought a handbook with me. When I said uncollectible, I just said

“Huai Zhang (坏账),” bad debt, which does make sense.

It is interesting to translate “uncollectible amount” into

“bad account” in Chinese.

Comment: Thank you, Jim, for your informative discussion.

Comments by the interviewee strengthened the view that both Chinese and English were working languages for communication in multinational corporations. The executive expressed his concern about the need for Chinese in China, when he was required to translate business terms from interpreters and Chinese businessmen. He used “Chinese with most employees outside of a few managers,” because 50% of his customers only speak Chinese. In addition, he felt that his Chinese was inadequate for cordial conversation and discussion of high-level issues. It was necessary for him to continue using businessman’s Chinese language and enhance his Chinese cultural learning.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

Conclusions

Although most previous business communication studies focused on written communication, this study detailed the requirements of forms both oral and written communication in international corporation. The findings roughly revealed the amounts of English and Chinese uses that the executive employed in a typical working day: 52.1% of his business communication was conducted in English and 47.9% of his business communication was conducted in Chinese. English was the principal language for communication in the workplace and with upper officials and colleagues. The results indicated that the executive communicated with local Chinese employees (e.g. program managers) both in English and Chinese. Although English has been identified as an international language, 50% of his customers spoke only Chinese, and his involvement was limited to cordial conversation and discussion of high-level issues. The findings confirmed that use of Chinese helped the executive in business activities such as in meetings, face-to-face talking, customer visits and factory walk-through. Chinese language enabled international business people to express themselves and to communicate with Chinese native speakers. It is not always easy to point out the frequency of oral communication or written communication; the daily activities depend on the specific business context.

The results of this study indicated that multi-faced investigation lead to a much deeper awareness of the business communication demands (So-mui and Mead, 2000). The long-distance phone interview enabled the executive to provide his understanding about the Chinese and English languages use in the real business world and express his concern about the form in business communication. When directly required to use business terms from interpreters and Chinese businessmen, he felt that his Chinese was inadequate for cordial conversation and discussion of high-level issues. He expressed the need to continue learning businessman's Chinese language use and culture.

In general, the participant perceived that he was unable to communicate with his Chinese counterparts and to play his administrative roles, if he had no clue about Chinese language and culture. An executive's role in a multinational corporation is to overcome cultural, language and commercial market barriers. Business communication acted as a "bridge" between the needs of any new business venture and the requirements of discourse in the host country.

Limitations

There are many limitations in this study, suggesting the need for future research. First, the results were based on a case study of one multinational corporation and only one executive of engineering and technology in one business day. To gain a better understanding of the workplace environment, it is necessary to conduct more studies of multinational corporations and observe their diverse working environments. Similar research must be conducted a larger participants' pool. Second,

the study did not include attention of nonverbal communication and, of course, both verbal and nonverbal aspects of language exist in business communication.

Nonverbal communication includes "gestures, eye gazes, proxemics, and the like- which may accompany verbal communication or may be used as a solitary communication system" (Haslett, 1989, p. 22). While verbal communication is a digital communication process, nonverbal communication is "a multilayered, multimodal, multidimensional, analogical process" (Gudykunst & Ting-Toomey, 1988, p. 118). Nonverbal context provides the background in which "verbal messages can be meaningfully encoded and decoded" (Gudykunst, 1988, p. 117). However, studying nonverbal communication will be a problem because the multinational corporations usually would not be willing to make video recordings, particularly during the negotiations with their clients.

Implications

Despite the limitations, this study suggests business communication theoretical and practical implications. It is hoped that the results described in this study would be reference to help Chinese curriculum designers and instructors become knowledgeable in the range of business communication with business Chinese to fit developing real business environments. First, the results of this study show that business communication is a combination of oral and written communication. Studies of business communication make little sense if the oral communication and written communication are separated. Competencies in both

spoken and written communication will help executives to connect with multinational corporations and guide entry into the Chinese market.

Second, this study has endeavored to provide an educational perspective to enlarge the range of business communication within the business Chinese curriculum to fit the developing real business environment. As future potential executives in multinational corporations, students are encouraged to combine business Chinese language into the real – business world to tailor new expressions to their personal business needs. Students are recommended to proceed at their own pace, as best suits their individual schedules and skills, most frequently by classification based on the functional business areas: accounting, financial management, human resources, marketing, and strategic management.

Third, business Chinese instructors need to have different case studies to meet the needs of students, with assumptions as students negotiate with Chinese businessmen and developing their business. The business materials should collect the most recent authentic materials and business terms because the current available materials were a limited reflection of the kinds of points from the real Chinese business environment. The author believes that giving students the opportunity to learn and write authentic business materials will make the task of learning more effective communication techniques.

Fourth, the future study should consider that target audiences are significant when making business communication research. Although China has 1.3 billion people, “74 dialects and 56 nationalities,” that is not the target audiences’ number in the international business world (Huang, Andrulis & Chen, 1994, p. 234). Most

multinational corporations set up their branches and factories in large cities of China, such as in Beijing, Shanghai, Shenzhen, Guangzhou, where they employ fluent English speakers, who are the primary participants in business communication studies. Business communication needs to focus on the changing target audience, for instance, the language backgrounds of U.S. business executives who are working in multinational enterprises and their Chinese counterparts with international business experience and language skills. Further, it is believed that future study may be built upon this case study of business communication.

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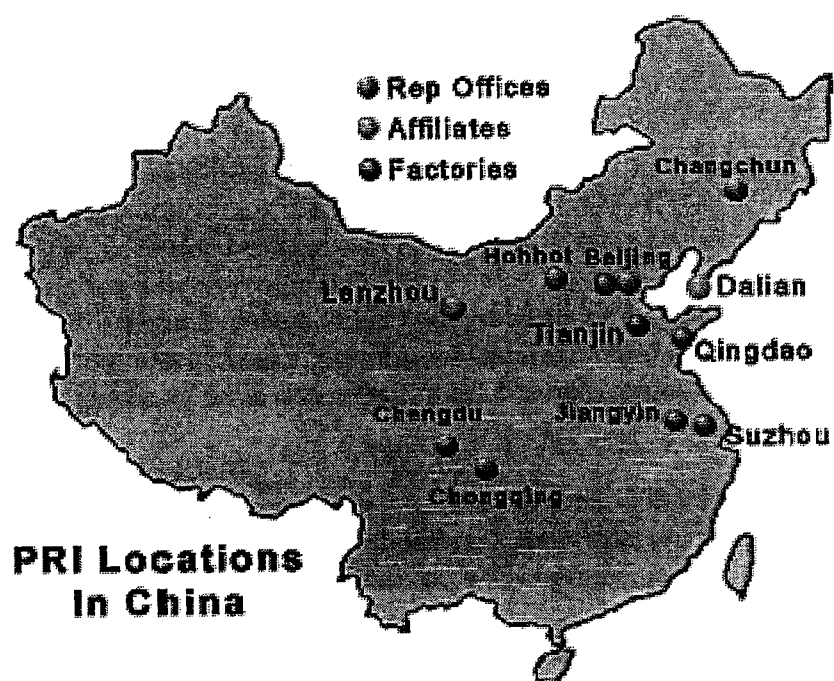
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APPENDICES

Appendix A

Pacific Resources International (PRI) in China



Appendix B

Human Resources Recruitment (English Version)

Jiangyin Fasten-PLT Materials Science Company Ltd. (Peier) is a 50-50 Sino-American joint venture, established in 2003 by three parties: Pacific Resources International Co., LLC (PRI), USA, Fasten Corporation of Jiangyin, China, and Luminous Device Technologies Inc. USA.

Opening: Senior Laser Engineer: 2 persons

Responsibilities:

Micro-machining different types of metal tubes.

Will develop laser process parameters, cleaning procedures and other post-processing as required.

Will assist in development and troubleshooting of new designs.

Provide technical assistance and training on installation/maintenance/repair of same systems at our facility or at customer site.

Qualification:

Two-year engineering degree or equivalent.

One- year experience with lasers, laser systems or related laser based machines. (Experience with electro/mechanical equipment preferred.)

Working knowledge of CAD-CAM.

Experience in programming CNC systems or Swiss-Screw machine a must.

Must have excellent administrative, communication and computer skills.

Excel and M.S. work.

Good oral and written English.

To apply, please send us your resume and photocopies of your identity card and all relevant certificates and documents. Closing date for applications: October 1st, 2005. Contact: Amy Shen at 0510 6103052 or email: info@peiertechnology.com.

Appendix C

Human Resources Recruitment (Chinese Version)

人才招聘/Human Resources Recruitment

中外合资企业江阴法尔胜佩尔(Fasten-PLT)新材料科技有限公司 2005 年招聘下列人员:

2. 高级激光工程师

2 名

岗位职责:

- ☐ 负责心血管支架管件的激光加工;
- ☐ 按要求设定工艺参数(清洁程序及其它后加工工序);
- ☐ 协助新产品的研发和设计
- ☐ 为员工或客户提供激光加工机的安装、维护、服务。

岗位要求:

- ☐ 激光机械加工专业;
- ☐ 至少一年以上激光设备相关经验;
- ☐ 熟练运用 CAD-CAM;
- ☐ 具有良好的管理、交流能力, 熟练运用 Excel, Word;
- 英语读写良好, 能熟练运用口语进行交流。

请将本人身份证、各种有效证件和证明的复印件、个人简历寄至本公司。

报名截止日期: 2005 年 10 月 1 日

联系人: Amy Shen 电话: 0510-6103052 E-mail: info@peiertech.com

Appendix D

Letter to the Executive of Multinational Corporation in China

Dear Mr. XXXX:

I am writing to you to request permission to be voluntary participants in a business communication project. This research will assist in my effort to examine languages requirements and business communication activities from a perspective of an U.S. multinational corporation executive in China. It is hoped that information gained through this study will help to create a better understanding of what extent is usage of the discourse activities in daily business communication for U.S. executive of multinational corporations in China. This study came into being from searcher's belief that listening to what the business executives say is one of the best way to learn about real business world.

You will be asked to fill in three questionnaires and write your business activities in a business working day. As a volunteer, you will have an opportunity to get knowledge on business communication skills.

In this study, the risks are minimal, and are no more than the participant would encounter in everyday life. Any personal information will remain will remain confidential to the extent allowed by law. Your personal information (name, phone number, etc.) is not available to the public. I would like to provide you with a summary of my findings, at your request.

Upon your decision of participate, I would like to arrange a distance phone appointment with you to discuss the administrative details of the study. During our discussion, copies of the questionnaire as well as administrative procedures will be faxed to you. Enclosure: Business Daily activity protocols (Morning, Afternoon and Evening).

At any time you can request the opportunity to review any research instruments used in the research. If you have any questions about this research project, you can contact Jinghui Liu: jinghuiliu@fullerton.edu. The phone number is 714-278-2183.

Sincerely

Jinghui Liu

Appendix E

Questionnaire: Business Daily Activity Protocol (Morning Section)

(Morning Section)

[illegible]

Appendix F

Questionnaire: Business Daily Activity Protocol (Afternoon Section)

Questionnaire: Business Daily Activity Protocol

(Afternoon Section)

| Time | Activities/Places | Minutes Conducted | Languages Used | | Oral Communication | | | | Written Communication | | | | | Others |
|-----------------------|---------------------------------|-------------------|----------------|---------|--------------------|--------------|--------------|---------|-----------------------|-----|---------|---------|---------|---|
| | | | English | Chinese | Cell phone | Office phone | Face-to-face | Meeting | E-mail | Fax | Letters | Reports | Telexes | |
| Noon ↓ 1:00pm | Lunch | 30 | 70% | 30% | | | x | | | | | | | Lunch is usually with other English speakers |
| 1:00pm ↓ 2:00pm | Factory walk-through | 30 | 20% | 80% | | | x | | | | | | | I use Chinese with most employees outside of a few managers |
| | Expense approvals & other admin | 30 | 40% | 60% | | | x | | | | | x | | |
| 2:00pm ↓ 3:00pm | Program Managers Meeting | 75 | 10% | 90% | | | | x | | | | | | |
| 3:00pm ↓ 4:00pm | Review Contracts and Quotation | 45 | 10% | 90 | | | | | | | x | x | | |
| 4:00pm ↓ 5:00pm | Email/other phone calls | 60 | 80% | 20% | | x | | | x | | | | | Phone calls are 50% English (email is all English) |

Appendix G

Questionnaire: Business Daily Activity Protocol (Evening Section)

Questionnaire: Business Daily Activity Protocol (Evening Section)

| Time | Activities/Places | Minutes Conducted | Languages Used | | Oral Communication | | | | Written Communication | | | | | Others |
|------------------------|---------------------------|-------------------|----------------|---------|--------------------|--------------|--------------|---------|-----------------------|-----|---------|---------|---------|--|
| | | | English | Chinese | Cell phone | Office phone | Face-to-face | Meeting | E-mail | Fax | Letters | Reports | Telexes | |
| 5:00pm ↓ 6:00pm | Wrap up | | | | | | | | | | | | | I leave work by 5:30 |
| 6:00pm ↓ 7:00pm | Dinner | | | | | | | | | | | | | Usually home by 6pm, home environment is 100% English I only have evening business events less than 1 evening per week. Usually these would be English. |
| 7:00pm ↓ 8:00pm | | | | | | | | | | | | | | |
| 8:00pm ↓ 9:00pm | | | | | | | | | | | | | | |
| 9:00pm ↓ 10:00pm | International Phone calls | 30 | 100% | | | Home phone | | | | | | | | Calls to US, about one evening per week. |

VITA

VITA

Jinghui Jack Liu was born in China and continued his studies in educational administration and communication studies at Eastern Illinois University in the United States. His teaching and research interests include business communication, applied linguistics, business Chinese and international education. He played a major role in development of Chinese language and culture curriculum for the Indiana Department of Education.